

Effective Assessment Practices for Synchronous and Asynchronous Learning in an Online Environment

In this webinar, we will:

- review guidelines and effective practices for creating online assessments
- discuss challenges and solutions to adapting existing face-to-face (F2F) assessments for the online classroom as well as ways to create new online assessments
- discuss ways to adapt these classroom practices for online learning settings
- explore useful tools and resources to help with the transition from F2F to online assessments in order to engage and motivate students to learn English



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Previously, Kendra taught in the US, Guatemala, China, Indonesia, Colombia, and Turkmenistan. She has served as a U.S. Department of State English Language Fellow and Specialist.

Kendra earned an MATESOL degree from the University of Washington, Seattle and a BA in English literature from Kansas State University. Her teaching and research interests include teacher training, curriculum development, intercultural communications, and using social media in language acquisition.



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Our Agenda

- Introduction to Assessment in the Online Classroom
- Guidelines for Adapting Assessment Practices
- Practical Applications for Formative Assessment
- Practical Applications for Summative Assessment
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**What is the purpose of
assessment?**



**What types of assessments have
you heard of?**



Type	Definition	Examples
Diagnostic	To see what our students know and don't know	Placement Test
Formative	Informally done before, during, and after lessons; to see what students have learned and what we need to reteach them and how	Homework Class Discussions
Summative	End of unit, term, semester; results in grade; shows what students have learned	Final Exam Presentation

Online Assessment Format	Definition
Synchronous	At the same time
Asynchronous	At different times

**What is an example of a
synchronous assessment?**



What is an example of an asynchronous assessment?



Formative Assessments



- Student Observations
- Reflection Journals
- Pair and Group Work
- Peer Reviews
- Quizzes

(Shaping the Way, 2009)

**Are you familiar with these examples
of formative assessment?**

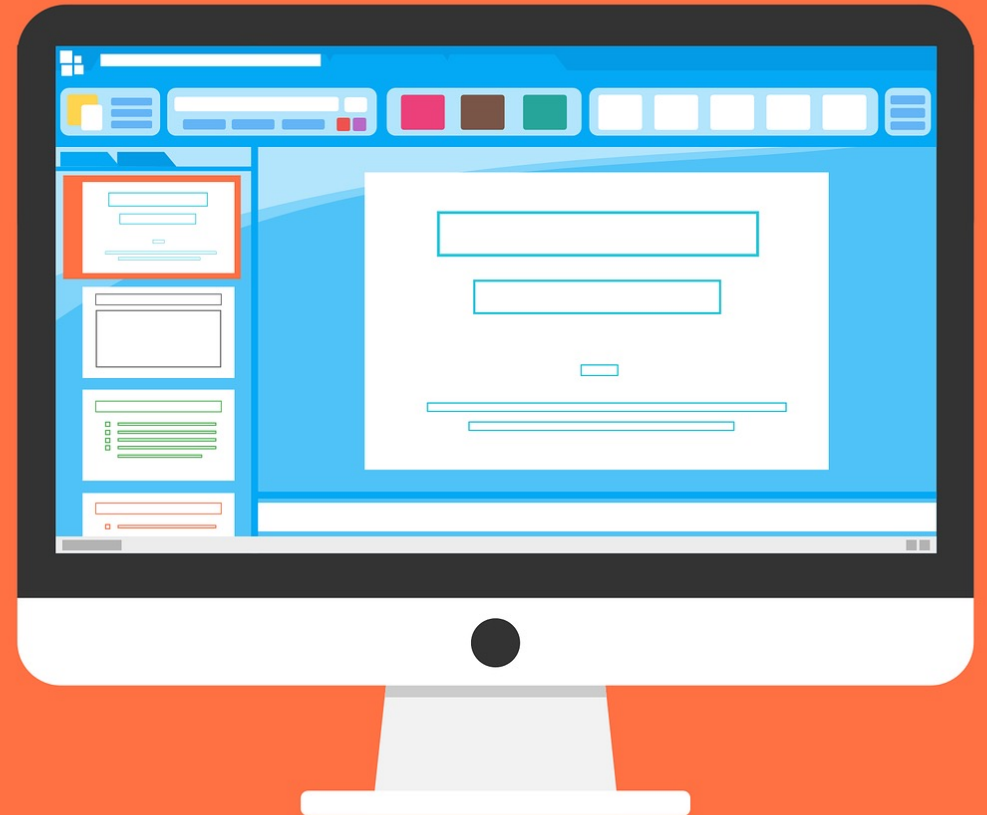
Are there any that you regularly use?



Summative Assessments

- Standardized Exam
- Performances
- Presentations
- Essays
- Final Projects

(Shaping the Way, 2009)



**How do formative assessments
influence summative assessments in
your classes?**



Which do you think is a more effective assessment: a standardized test or a group presentation project? Why?



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Guidelines for Creating Assessments

- **Practicality** - easy to give and score within a short time
- **Validity** - accurately measure what has been taught
- **Reliability** – consistent and dependable
- **Authenticity** - real and applicable task
- **Washback** - influence our teaching and our students' learning

(Teacher's Corner: Making Meaningful Assessments)

Standardized Placement Test

- Practical
- Valid
- Reliable
- Authentic
- Washback



Exit Ticket

- Practical
- Valid
- Reliable
- Authentic
- Washback

**What are differences
between face-to-face and
online assessments?**



**What are in-person
classroom assessment
practices?**



What are the *benefits* of transitioning assessments to the online classroom?



What are the *challenges* of transitioning assessments to the online classroom?



Assessments in Face-to-Face Learning

- Individual
- Classroom-based
- Paper-based
- Synchronous
- Controlled

(Western Centre, 2020)



Differences with Online Assessments

- Unlimited access to information at any time
- Easy and instant connection to peers, information, teacher
- Increased likelihood of plagiarism
- Need for clear instructions & guidelines

(Western Centre, 2020)



Online Test Security Tips

- Only available for designated/limited time
 - Parallel forms with randomized items
 - Higher-order thinking questions to reduce plagiarism
 - Low percentages of course grade to quizzes
 - Multiple quiz retake attempts
 - Timed tests using course management system
- (Online Assessment)



Best Practices for Online Assessment

- Relevant and appropriate exams for objectives
 - Instructions for facing technical difficulties
 - Frequent feedback to maintain student motivation
 - Individualized feedback
 - Chances for self-testing with practice quizzes
 - Variety of question types: multiple choice, fill-in, and short answer
- (Online Assessment)

What apps, tools, and websites have you used for online assessments?



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Reflection Journals

Benefits:

- Grasp students' understanding of textual or audio input
- Encourage critical thinking
- Connect material to students' lives
- Learn about our students as people



Reflection Journals

1. Provide visual, auditory or written input
2. Give student prompt to reflect on
3. Submit reflections:
 - Photo taken of handwritten response
 - Visual or audio recording of spoken response
 - Text message response
 - Typed response using Google docs
4. Peer or Teacher Feedback



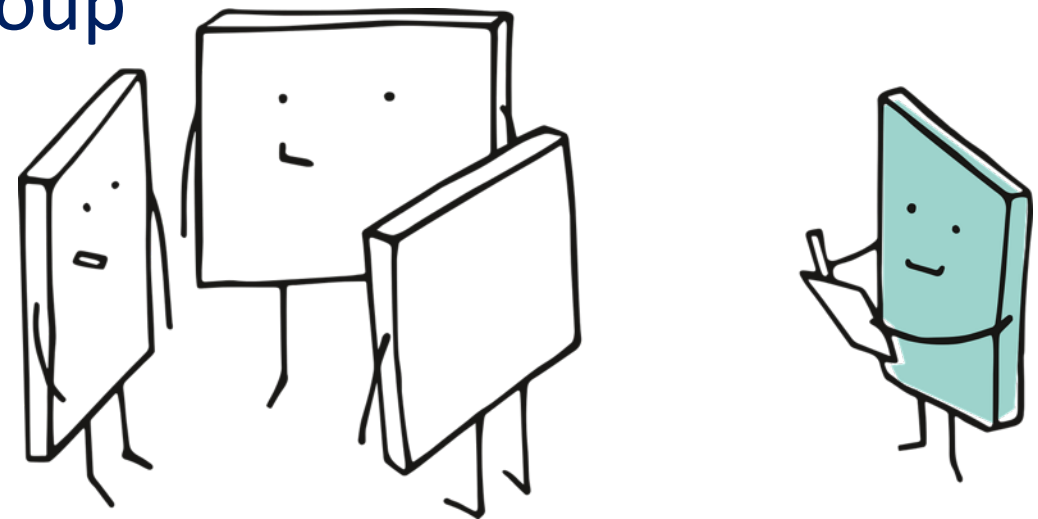
**How do reflection journals meet
the guidelines shared earlier?**



Student Observations

Benefits:

- Checking student comprehension of material & skill
- Noticing student-student dynamics
- Observing student-student production of language
- Practicing different roles within a group



Student Observations

1. Group students according to purpose
2. Give them a task to complete together
3. Silently observe students interacting with task, material & each other
4. Clarify questions when needed

Pair and small group work

- Breakout rooms in Zoom
- Messaging groups like WhatsApp, Telegram, Line
- Group text messages

**How do student observations meet
the guidelines shared earlier?**

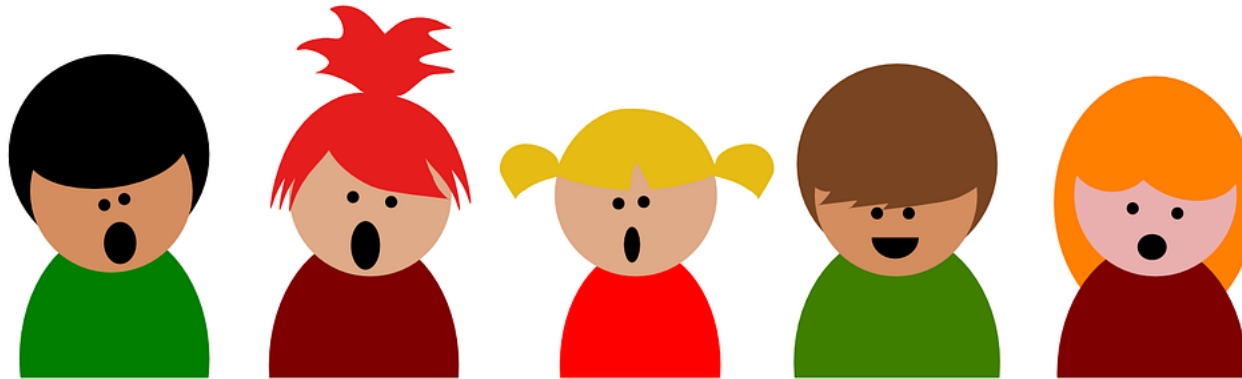


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Performances

- Perform by individual students or groups
- Showcase what they've learned
- Collaboratively create a spoken product



Performances

1. Assign students task – play, role play, dialogue, prequel or sequel, etc.
2. Choose their roles and responsibilities
3. Perform synchronously using Zoom, Skype, Messenger, etc.
4. Perform asynchronously by videoing production and sharing it
5. Peer and Teacher Feedback



**How do performances meet the
guidelines shared earlier?**



Paragraphs and Essays

- Demonstrate ability to write, think critically, analyze, and evaluate
- Highlight comprehension of paragraph/essay writing organization and correct grammatical structures



Paragraphs and Essays

1. Assign writing topic and purpose – informative, persuasive, compare/contrast, cause/effect, etc.
2. Assign writing length – paragraph or essay
3. Students write:
 - by hand and take a photo
 - on their computer using Google docs
 - on their phones using text message or messaging apps
4. Students submit their writing for evaluation and feedback



**How do paragraphs and essays
meet the guidelines shared
earlier?**



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Summary

- Refer to the Guidelines for Adapting Assessment Practices
- Test receptive skills (listening and reading) with productive skills (speaking and writing)
- Use higher-order thinking skills questions
- Incorporate more formative assessments



References

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Reflection Questions

1. Has teaching online impacted the way that you assess your students? If so, how have you been able to adapt your assessment practices?
2. Which language skill (reading, writing, speaking, listening) do you most often assess? Which do you assess least? Why?
3. How will you take the information shared today and apply it to your classroom moving forward?



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